DOCUMENT RESUME

ED 090 785 FL 005 344

TITLE	[Cartel]: Monthly Annotated Bibliography of Bilingual Bicultural Materials, No. 1.
INSTITUTION	Education Service Center Region 13, Austin, Tex.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.
PUB DATE	[Jan 73]
NOTE	18p.;Publication of the Dissemination Center for Bilingual Bicultural Education
EDRS PRICE	MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS	*Annotated Bibliographies; Audiovisual Aids; Biculturalism; *Bilingual Education; Bilingualism; *Classroom Materials; Educational Resources; Instructional Aids; *Instructional Materials; Instructional Media; Resource Materials; Spanish
IDENTIFIERS	Elementary Secondary Education Act Title VII; ESEA Title VII

ABSTRACT

This booklet contains an annotated listing of instructional materials for use in bilingual-bicultural programs. Each entry includes the following information: title, author or developing agency, name and address of the publisher, publication date, number of pages, language(s) used, intended audience or level, and a descriptive statement. Any information omitted was not available at press time and may be requested from the publisher. Entries are listed alphabetically by title. (SK)

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MONTHLY ANNOTATED BIBLIOGRAPHY OF BILINGUAL BICULTURAL MATERIALS No. 1

IBB
DISSEMINATION CENTER FOR
BILINGUAL BICULTURAL EDUCATION

TO THE READER:

This is the first edition of a monthly bibliography designed to serve educators, librarians, and others interested in materials formulated for use in bilingual bicultural education. The Dissemination Center for Bilingual Bicultural Education is a newly-funded national project under Title VII of the Elementary and Secondary Act of 1965, as amended.

The intent of this annotated listing is to share with bilingual-bicultural projects the information needed to make decisions in relation to acquisition of relevant materials for use in their programs. Descriptions will be for the purpose of informing objectively, rather than to recommend or disparage items included. Selection for annotation is inclusive; that is, we will include any materials we receive or are suggested to us that are relevant. In most cases, the actual material will be viewed; in a few cases where this is not possible, however, annotations may be included, with a source for further information.

Annotations will normally include the title of the material, the author or developing agency, the name and address of the publisher, publication date, number of pages, price, language(s) of the material, intended audience or level, and a brief descriptive statement. Any such information omitted was not available at press time, and may be requested from the publisher.

We will be most appreciative of your suggestions, in order to be of more assistance to you.

Joanna F. Chambers
Research Librarian

Así Cantamos Todo El Año...Con Elena. Cordray Recordings, 5729 Bonner Drive, Corpus Christi, Texas. 78412. 1972. EL-101 12-inch LP, 33 1/3 rpm. Spanish: Elementary.

This recording is the outgrowth of Eileen Cordray's varied experience in the field of music and in bilingual education. A collection of authentic melodies and lyrics in Spanish in a key suitable for young children, one side is Christmas music and the other has songs for each month of the year. Side I: *Buenos Días; Salutación; Fray Martín; Los Pescaditos; Pajarito; Los Meses del Año; Los Pollitos; Mamacita; Igual que a Tí; ¿De qué color es la piel de Dios?*

Side II: *Ya diciembre, el mes glacial; Los Pastores de Belén; En Belen, ¿Qué Pasó?: Noche de Paz; Canto de Navidad; Volemos, Pastorcitos; Fun, Fun, Fun; Venid, Pastorcillos; Los Reyes de Oriente; Qué linda la Rosa; La Piñata.*

AUF DEUTSCHE BITTE Series. Kristin G. Miller and Jutta Bielefeldt Hicks; Illustrated by Thomas Holdcamper and Diana Manning. Institute of Modern Languages, Inc., Publications Dept., 2125 S Street, N.W., Washington, D.C., 20008. 1972. German: Secondary; Adults.

Includes *Stufe Eins--Reader 1, Text 1 and Tapebook 1.*
Stufe Zwei--Reader 2, Text 2
Stufe Drei--Text 3
See *PARLONS FRANÇAIS* for full description of the form and content of the lessons.

Bailes a colores; Dances to Colors. Irma Saldivar Vela; illustrated by Patsy Cearley. American Universal Artforms Corporation, Education Division, Austin, Texas. 1972. Manual, 23pp., Workbook, 44pp. $10.00; $1.59 each, for additional workbooks.
Spanish: Resource, All levels.
Includes Manual, recording of dance music, *"Things to Do"* workbook, Step Chart, and information sheet on Mariachi Music.

A simplified, color-keyed system for use both in learning and teaching Mexican dances. Manual includes steps and formations for Las Chiapanecas, Los Viejitos, La Bamba, El Fado Blanquita, and El Jarabe Tapatío.
Colorful illustrations, historical origin, and detailed descriptions of recommended costumes accompany each dance. Clear, simple directions appear in both English and Spanish. The workbook, *Cosas que Hacer*, includes many items promoting vocabulary-building and experiential creative activities: coloring, tracing, cut-outs, papier mache, puppet-making related to geographical origin,

costumes, music, and musical instruments involved in the dances. An evaluation scheme is included in the workbook.
The recording includes the five dances played by a mariachi band consisting of two trumpets, violin, mandolin, guitar, and bass (guitarra and guitarron).

Cross-Cultural Attitude Inventory. Developed by the Region XIII Education Service Center, Austin, Texas: Steve Jackson and Ron Klinger. Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas. 1972. $1.03. Ages 3-12. Set includes 1 test booklet, 1 teacher's manual, 1 set of face cards, and a score sheet.

This test is designed to measure the child's attitude for the Mexican and Anglo cultures, providing a score based on eleven items representative of each culture. The subject uses a booklet with no words, but reacts to the item illustrated by marking the one of five faces which might be his when he looks at and reacts to the item. Administered orally; instructions given in both languages; time, approximately 30 minutes.

Cultures in Conflict; Problems of the Mexican Americans. Dr. Rudy Acuña and Peggy Shackleton. Charter School Books, Inc., 1120 Avenue of the Americas; New York, N.Y. 10036. 1970. 144pp. English: Upper Elementary, Secondary. Includes Teachers' Guide.

Textbook presenting the difficulties faced by a minority culture, such as the Mexican American, when he lives in a society that differs from his own. Its purpose is to help boys and girls recognize the fact that being different is not undesirable ; rather, the Anglo-American can accept these differences if he understands their origin in traditions and beliefs.
Real-life situations are portrayed through case studies, followed by questions motivating discussion on these topics: Who are the Mexican Americans?, Problems in understanding cultures, How does the past affect the present?, What are the barriers to progress?, How do living conditions change?, Where is the Mexican American in today's society?, and Do the problems have solutions?
Many topical color photographs; used successfully at all levels.

LO DICA IN ITALIANO Series. Enricca Vittoria Ragazzi and Giovanna Guglielmo Cavagna; illustrated by Diana Manning, Ernest Gerran and Thomas Holdcamper. Institute of Modern Languages, Inc., Publications Dept., 2125 S Street, N.W., Washington, D.C. 20008. 1972. Italian: Secondary; Adults.

Includes *Primo Libro--Reader 1, Text 1, and Tapebook 1*
Secondo Libro--Reader 2, Text 2.
Terzo Libro--Text 3
See *PARLONS FRANÇAIS* for full description of the form and content of the lessons.

Español Para el Bilingüe. Marie Esman Barker. National Textbook Company, Skokie, Illinois. 1972. 352pp. Spanish:High School.

Intended for use by both Teachers and Students. Addresses itself to the student who already speaks Spanish, though usually only of a colloquial type. Attempts to norm and prescribe a more universally accepted or "standard" Spanish for the Spanish-speaker of the United States. The text consists of reading selections, covering different topics and which serve to introduce vocabulary. The readings are followed by activities and exercises on grammatical elements of Spanish.

HABLEMOS EN ESPAÑOL Series. Mariano García and Lucy Gomez Serrano; illustrated by Katherine Kahn, Thomas Holdcamper and Henning Holst Jensen. Institute of Modern Languages, Inc., Publications Dept., 2125 S Street, NW, Washington, D.C. 20008. 1972. Spanish: Secondary; Adults.

Includes *Primer Libro--Reader 1, Tapebook 1*
Libro Segundo--Text 2
Libro Tercero--Text 3
See PARLONS FRANÇAIS for full description of the form and content of the lessons.

Information and Materials To Teach the Cultural Heritage of the Mexican-American Child. Developed by the Bilingual Staff, Region XIII Education Service Center, Austin, Texas. Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721. 1972. 284pp. $5.60. Spanish and English: Grades K-9. Teacher Resource. Original edition: National Consortia for Bilingual Education, Fort Worth, Texas. June, 1972.

Contains a variety of cultural materials which can be abstracted to teach one of several subjects at any of the grade levels mentioned above. For example, the kindergarten or first-grade teacher can utilize the sections on Poems, Songs, Games, and Dances. The junior high teacher can use this book as an aid to teaching Mexican and Mexican American History. The section on Arts and Crafts can be adapted to any of the grade levels. Plastic dividers facilitate finding materials in the book. Included is an extensive bibliography of bilingual education materials and sources for these materials.

INTER-AMERICAN Series: Comprehension of Oral Language, Revised Edition. Herschel T. Manuel. Guidance Testing Associates, 6516 Shirley, Austin, Texas, 78701. 1972. 8pp. each. English and Spanish Versions: Pre-School. (The latest in the Inter-American Series.)

Tests CE and DE are of General Ability and oral vocabulary, in which the child responds to words and phrases dictated by the examiner. The score on the tests may be used as a measure or indication of the child's ability in language. Knowledge of the meaning of words is assumed to be needed for listening, speaking, reading, or writing, and an estimate of the general level at which a child can be reached is assumed to be helpful information for teachers. The two tests are similar but not identical. Crosses are placed over multiple choice pictures as the examiner pronounces words. Directions for administering and scoring forms OCR-1 CE/DE, and Instrucciones para la administración y valoración for forms COR-1-CEs and COR-1-DEs are included, with a scoring key.
Tests CEs and DEs are in Spanish and are comparable to the English versions CE and DE. These two sets of parallel forms in English and Spanish may be used to test the same children in both languages.

Kindergarten Bilingual Resource Handbook. Bilingual Program Staff, Lubbock Public Schools, Lubbock, Texas. Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas, 78721. 1972, revised edition. 200pp. $3.75. English and Spanish: Kindergarten.
Original edition: National Consortia for Bilingual Education, Fort Worth, Texas, 1971.

Teacher guide (largely in English) and resource book for bilingual kindergarten teacher. Contains suggestions for curriculum schedules, activities for Teacher Aides, and classroom arrangements. Also includes detailed strategies and activities for teaching: oral language development, number concepts and skills, science, social studies, health and safety, physical education, art, and music. A section on bilingual resource materials includes nursery rhymes, riddles, games, songs and fingerplays. Detailed instructions for constructing teaching aids and a list of instructional materials are also available. Plastic dividers between sections facilitate handling.

La Lechuza; Cuentos de mi Barrio. Alonso M. Perales; foreword by David Ballesteros; illustrated by Barbara Brigham. The Naylor Company, P.O. Box 1838, San Antonio, Texas 78206. 1972. 26pp. $4.95. Spanish: Elementary--interest, all levels.

This collection of four tales told in the barrio about *La Lechuza--The Owl*, is planned to be the first in a series of barrio folk tales. The stories are interesting, well told, concisely told in the manner of scarey stories, with well-placed black and white line drawings. The style is simple, and conducive to story-telling.

MAQUINAS SIMPLES Series. Prepared by Patricio Alvarado and Luis Montalvo. Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas, 78721. 1971. $1.75 for the series, $0.37 each. Spanish: Grades 7,8,9.

Five Student Manuals designed for Philadelphia, Pa. Title VII Bilingual project "*Arriba*". Workbook-style booklets including answer sheets, to cover curriculum units in Physical Science on simple machines.
Mi Primer Libro de Máquinas Simples: Trabajo y Fuerza. 12pp.
Mi Segundo Libro de Máquinas Simples: Las Palancas. 19pp.
Mi Tercer Libro de Máquinas Simples: La Rueda y la Polea. 19pp.
Mi Cuarto Libro de Máquinas Simples: Otras Modificaciones de la Rueda. 16pp.
Mi Quinto Libro de Máquinas Simples: El Plano Inclinado. 13pp.
(*Work and Force; Levers; The Wheel and Pulley; Other Modifications of the Wheel; The Inclined Plane.*)

Multi-ethnic Reading and Audio-Visual Materials for Young Children: Annotated Bibliography. Ed. by Marion K. Rodgers. Day Care and Child Development Council of America, Inc., 1402 K Street, NW, Washington, D.C. 20005. 1972. 10pp. English: Teachers, Librarians.

Designed to inform about materials available for a variety of ethnic groups and age levels, while stressing eary childhood, in four areas: Spanish--14 titles, Indian--19 titles, Black--17 titles, Reference Sources--11 titles. Ordering information is included; annotations are brief, usually one sentence.

ORIENTATION IN AMERICAN ENGLISH Series. Richard Sackett and Sandra Costinett; illustrated by Katherine Kahn, Lynn David Hubsch, and Diana Manning. Institute of Modern Languages, Inc., 2125 S Street, NS. Washington, D.C. 20008. 1969. approx. 100pp. per book. Includes *Texts 1-6, Workbooks 1-4, Tapebooks 1-4, 4 Audio-tapes, 4 Audio Cassettes, 4 Readers, and Teacher's Manual.*

This is a language laboratory series providing supplementary practice to complement classroom or individual self-instruction. Tapes lasting twelve to fourteen minutes illustrate conversation exercises. Reading and writing comprehension exercises are developed from questions regarding illustrations. The student reads, listens, repeats, responds and writes in each activity.

The series provides a wide range of texts for English as a second language. Parts may be used as a full program, as single units at a particular level of proficiency, or as supplementary materials. Each of six proficiency levels involves from 80 to 100 hours of activities.
A complete evaluation scheme is included for all materials.

ORIENTATION IN BUSINESS ENGLISH, SECRETARIAL Series. Marcia E. Taylor; illustrated by Tina Silverman. Institute of Modern Languages, Inc., 2125 S Street, NW, Washington, D.C. 20008. 1972. Texts 134pp. and 105pp. Workbooks 127pp. and 97pp. English: Secondary: Adult.

The purpose of this series is to teach basic conversational English while providing students with an introduction to secretarial terminology and skills. Text 1 has twenty lessons, with parts focusing on language used in social situations, secretarial skills, and reading and comprehension. Teacher's guide deals with teaching techniques related to speaking and listening. Workbook 1 reinforces Test 1; activities concentrate on reading, writing, speaking, and listening skills.

Workbook 2 reinforces the material in Text 2. Writing and pronunciation practice activities are more advanced than those in Workbook 1. Evaluation of student progress is built in to the procedures; the instructor has a continuous system for tallying observable behavior and gauging the speed of each class

Par Presents: Workshop Procedures--Par Presenta: Procedimientos de Taller; A Companion Guide to *Recipes For Fun.* Ann Cole, Carolyn Haas, Elizabeth Heller, Betty Weinberger. PAR Project, 576 Hill Terrace, Winnetka, Illinois, 60093. 1972. 28pp. $2.00, $1.25 for orders of 10 or more. English or Spanish: Resource.

A manual for leaders, to be used in conjunction with *Recipes For Fun* or *Recetas Para Divertirse* when giving workshops for parents.

PARLONS FRANCAIS Series. Françoise Citot Delahanty and Valentin V. Kamenew; illustrated by Thomas Holdcamper, Katherine Kahn and Diana Manning. Institute of Modern Languages, Inc., Publications Department, 2125 S Street, NW, Washington, D.C. 20008. 1972. French: Secondary; Adults.

French Reader 1--Premier Livre. Workbook-style student booklet uses modern topics in reading selections. Illustrations aid in comprehension. Questions relate to comprehension and allow for personal interaction, oral or written. The twenty lessons are followed by a thorough glossary(lexique). 85pp.

Text 2--Deuxième Livre. Designed to improve conversational skills and increase knowledge and understanding of French-speaking cultures. Each of the twenty lessons includes a "*Listening Practice*", conversation exercises, reading selection, questions for discussion and oral exercises on basic structures. The final section of grammatical charts includes the French telephone alphabet (A as in Anatole, B as in Berthe, etc.)

Text 3--Troisième Livre. Designed for persons who have learned the language and are conversant with day-to-day topics. Each of the ten lessons, on subjects such as history, literature, politics, language, economics, etc., is followed by questions for group discussion. End matter includes the Départements (States) of France, and the words and history of "*La Marseilleise*" and "*Le Chant du Départ*".

Tapebook 1--Premier Livre. Accompanies tape recordings of 15 minutes per lesson; divided into twenty lessons corresponding to French: *Text One (Parlons Français, Premier Livre)*, consisting of questions and answers, and illustrations for each. Workbook-style booklet leaves blanks for the answers (not included in the text), which can be found at the end of the text.

PROMISING SCHOOL PRACTICES FOR MEXICAN AMERICANS. Edited by George W. Smith and Owen L. Caskey. Southwest Educational Development Laboratory, 800 Brazos, Austin, Texas. 1972. 324pp. English: Teachers and Administrators.

An extensive compilation of descriptions of bilingual programs, written by the staff involved in each one. The selections are grouped in areas, according to the approach and focus of the programs. There are, for example, "Readiness and Orientation Programs", "Language Development Programs", "Migrant Programs". The intention of the book is to communicate successful approaches and techniques of bilingual education programs throughout the country in order to provide ideas and information that other projects might utilize.

Recipes for Fun--Recetas para Divertirse. Ann Cole, Carolyn Haas, Elizabeth Heller, Betty Weinberger. Parents as Resources: PAR Project, 576 Hill Terrace, Winnetka, Illinois 60093. 1972. 40pp. $2.00; and group rated down to $0.75 each for 200. English or Spanish: Parents' Resource.

Fifty easy-to-do learning activities and games for parents to do at home with their children, requiring simple "saved" materials. Includes "Handy Hints", "Make-believe", "Exploring", "Making things", "Music", "Games", "Party Fun".

SPANISH PHONETIC READING PROGRAM, Francis H. Pope and Edward Medina. Research Press Co, 26/2 North Mattis Ave., Champaign, Illinois 61820. 1972. 32pp., 64pp. $1.80 each. Spanish and English: Primary. Teacher's guide included in each of four books: *Spanish Alphabet Book, English Alphabet Book, Spanish Reading Workbook I, English Reading Workbook II.*

The *Spanish Alphabet Book* illustrates each letter of the alphabet with color or black and white pictures. The next step is the use of the *Spanish Reading Workbook I*, in which exercises progress from handwriting to auditory discrimination and visual discrimination. In the second half of the book, words with particular sounds become sentences. Stories and songs are about children of primary age. The *English Alphabet Book I* and *English Alphabet Workbook I* follow a similar

arrangement. The breve (ŭ) and the macron (-) are introduced as diacritical markes to aid in pronunciation. Vocabulary lists for spelling and an introduction to the dictionary conclude this workbook.

LATE ADDITION

Alternativos en Cuidado de Niños de Calidad; Guida para Pensar y Planer. Janet P. Swenson. Day Care and Child Development Council of America, Inc., 1402 K Steet, NW, Washington, D.C. 20005. 1972. 77pp.

Handbook for teachers, directors of day care centers, and parents interested in implementing or improving such centers and their services. No English is used except in listings, following each chapter, of *"Other Resources"*.

Chapter titles: *"tipos basicos de cuidado ninos"*, *"conocete a ti mismo"*, *"familia y medio ambiente"*, *"programas"*, *"lugar del program"*, *"tres casos de estudio"*, *"participacion de los padres y de la comunidad en la guardia infantil"*, *"cuidado de ninos para infantes, despues de escuela, y ninos con problemas"*, *"sumario"*. (Orthography quoted from the book)